



Lifelong  
Learning  
Programme



Q4i  
Quality for Innovation in European Schools  
Project N° : 527906-LLP-1-2012-1-ES-COMENIUS-  
CMP

## **D3.2 Piloting Report – Results from the Self Assessment Questionnaires (SAQs) - FINAL -**

Final Version (HAEd)

February 2015

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Teachers participating in the Q4i piloting are required to plan, implement and evaluate an educational activity or project that is destined for use in their school. The piloting is structured in three phases:

1. Definition phase, in which schools are assisted to define their final innovation & quality goals for the pilot.
2. Achievement phase, in which the schools will have access to the network and to the experts that will follow-up and sustain the actual steps necessary to achieve the defined objectives in terms of quality and innovation.
3. Evaluation phase, useful to verify and prove progresses.

During the “supported” piloting period 28 schools from the five countries (Greece, Italy, the Netherlands, Romania, Spain) participated.

Country name	Piloting schools	Primary	Lower Secondary	Upper secondary
Greece	7	14%	71%	14%
Italy	5	40%	60%	0%
The Netherlands	4	0%	100%	0%
Romania	5	0%	80%	20%
Spain	7	57%	86%	86%
<b>Total</b>	<b>28</b>			

During that period one of the tools used in order to monitor their effort, was the completion of the Self Assessment Questionnaires (SAQ). In some cases each teacher has filled in a different Questionnaire, in other cases the head teacher filled in or the teachers filled it in as a group. In any case, the results of the Self Assessment Questionnaires (SAQ) are summarised per country and are calculated in percentages.



## ***SECTION 1 – Positioning the School in its Context***

### ***School's characteristics (size, location, autonomy in decision making, public or private, involvement in innovative projects)***

The majority of participating schools are of average or small size (see Table 1 in Annex). The vast majority are located in an urban or semi – urban area and are public. In four of the five participating countries schools are largely autonomous in their decisions. On the other hand, the results show that in all countries the participating schools are frequently active in various innovative programmes.

## ***SECTION 2– Institutional Development and Management Processes***

### ***1. Strategy plan of schools***

According to the answers (see Table 2.1 in Annex), all schools have a strategy plan but there is a variety on the level of implementation. The objectives and expected results are clearly defined and measured in the majority of the schools. In addition, schools have adopted a policy of planning on an annual base their activities in close relation to their strategy plan. Of course, some schools e.g. in Greece, Spain and the Netherlands adopt partially this policy. Peer review of the strategy plan is common in Italy and Romania but is not used in Greece, the Netherlands and Spain. With the exception of the Netherlands, in all the other four countries the school management as well as the management plan takes place on an annual base.

### ***2. Management processes and school strategy***

The role of internal or external stakeholders in decision making is mainly consultative and occasional and only in Spanish schools this role is designed only for internal stakeholders. It seems that in some countries, such as Italy and Spain, schools have a number of internal and external quality system procedures, as in Greece, Romania and the Netherlands a quality system is based on external requirements and is used only partially. In all schools the staff is usually aware of the school's strategic objectives but they are not so much committed. The only exception is the Italian teachers, who are not only informed but they also strongly participate and support these objectives. Both in Greece and Spain schools put the learner at the centre of its strategy and classroom activity not only in paper, but to a large extend in practice. The Romanian and Dutch schools stated that this happens only in a theoretical rather than a practical level. The same observation can be made on the importance of the well being of students and teachers. Only the Romanian schools stated that this happens only on paper.

Another interesting outcome has to do with the reward of teachers in case they achieve above average performance. The only positive answer came from the Romanian schools, when all the other schools stated either that the teachers are never rewarded or that they are sometimes. A common answer from Greek, Italian, Dutch and Spanish schools is that learners cannot influence

the rating of their teachers, whilst in Romanian schools the exact opposite happens. Finally, a common practice in Greek schools is the offering of teacher training for professional and personal development, while the answers from the other countries show that training is offered either for professional or personal development. The school manager partially believes and practices participative leadership in four out of the five participating countries, with the exception of Italy (see Table 2.2 in Annex).

### ***SECTION 3 – Quality Assurance Practices in Educational Processes***

Schools in Spain, Italy and Romania have a quality manager, while in Greece this is not the case. Half of the Dutch schools have a quality manager and the other half do not. With the exception of Romania, in all other schools teachers normally use a diagnostic evaluation testing for the students. In all countries teachers are used to a systematic planning of their teaching both on annual and teaching unit base, even if this happens partially in the Netherlands. The evaluation of the predefined teaching and learning objectives takes place every month in Greece, Romania and Spain, while in Italy every three or four months. In the Netherlands this happens once a year. Students participate in the design and the evaluation of school activities that involve them either once a year or every three to four months. In most participating countries teachers rarely adopt an interdisciplinary approach when they design their educational activities, but they frequently create or reorganise original educational material, with the exception of the Netherlands, where such an approach is adopted occasionally. One thing in common for all five participating countries is the frequent collaboration among teachers. In terms of students' evaluation, in most countries – with the exception of Spain- there is a school policy to use a portfolio for the evaluation or a self evaluation model. The only exception is the Netherlands because this is a personal choice. The teachers are responsible for using specific models to evaluate their work on a regular base, something that is part of the school policy in Italy, while again in the Netherlands is a personal choice. All participating schools have designed an improvement plan, which they intend to follow and most of them formally document all the working processes and take into serious consideration the feedback collected from stakeholders (see Table 3 in Annex).

### ***SECTION 4 – Innovation Priorities and Processes***

All participating schools have defined certain and clear innovation priorities with the horizon of the next three to five years. The most popular priorities among schools are the contents of the curricula, the teaching methods, the use of ICT in teaching and learning and the evaluation approach. In Greece and Italy teachers do tend to challenge frequently their students using open ended assignments, while in Spain, the Netherlands and Romania they seldom do so (see Table 4.1 in Annex)

#### ***1. Competence Development and Recognition***

The schools have fully or partially (e.g. the Netherlands) implemented a strategy to develop mainly the competence to learn, social competences, problem solving competences, team work



competences and finally active citizenship competences. Schools in Italy and Spain also take into consideration student's diversities when implementing a strategy, while in Greece, the Netherlands and Romania they partially do so. On the other hand learning outcomes achieved informally out of the school are not taken into consideration, something common in all five countries (see Table 4.2 in Annex)

## ***2. ICT in Teaching and Learning***

Schools in Greece, Spain, the Netherlands and Italy offer internet access to students but in Romania only partially. As a result, Romanian students cannot use their personal devices at school for learning purposes. On the other hand, in the rest of the four countries students use mainly their laptops, tablets PCs, net books and digital cameras. Teachers seem to use quite often ICT for teaching and learning purposes in every day school life. They seldom use the ICT to communicate with parents or to provide their students with feedback on their work (see Table 4.3 in Annex).

## ***3. Inter-culturality***

Schools from Greece and Spain apply a strategy to cope with cultural diversity of its learners, while in Italy there was no input and in Romania they partially do so. In the Netherlands the schools do not foster such a strategy at all. The same distribution of answers appears also in regards of the school's inclusion of foreign inputs/stakeholders in the educational activities. Some schools promote in an active way the development of inter-cultural communications skills among teachers and learners (e.g. Greece, Italy), when Spain, the Netherlands and Romania are not so active. All participating schools promote the international mobility both of students and teachers, with the exception of the Dutch schools who partially do so (see Table 4.4 in Annex).

## ***4. Creativity and Innovation***

With the exception of Romania, all other countries fully or partially foster a culture within which people are encouraged to try new ideas, feel motivated to make suggestions, have their successful innovations recognised and believe there will be a positive response to their good ideas. In addition to that, most of the schools concretely encourage and reward creativity and innovation of their teachers and students. Spanish schools do not allow a high degree of personalisation of learning paths to support individual interests and talents, whilst in other countries they partially or fully encourage it (see Table 4.5 in Annex).

## ***SECTION 5 – Assessment, Monitoring and Improvement***

In the field of assessment and monitoring of improvements in schools, Spain and Romania have defined a key performance indicator and also they are monitored in a regular base, but Greek, Dutch and Italian schools partly have done so. In Greece and Italy all the indicators are monitored partially, while in Spain, the Netherlands and Romania they are regularly monitored. With no exception among participating countries, all the relevant results are taken into serious

consideration in terms of decision making. The input during the monitoring activity is derived from students and their families, teachers and employers. With the exception of Greece, all other participating countries collect input from governing bodies or benchmarking school partners (see Table 5 in Annex).

### ***SECTION 6 – Role of external Stakeholders/Peers (incl. international) in Quality Assurance and Innovation Processes***

All participating schools fully or partially collaborate with the local community in terms of quality assurance and innovation processes. Furthermore, parents and local representatives are very much involved in the school's activities. Another common place for all of the five piloting countries is the close cooperation between the schools and the educational institutions or enterprises. Finally, all piloting schools fully or partially encourage/promote student's volunteering activities (see Table 6 in Annex).



## ANNEXES

**Table 1**

<i>School Characteristics</i>										
	GREECE		SPAIN		ITALY		ROMANIA		The NETHERLANDS	
<b>Your school is of :</b>										
<b>Small size</b>	4	57%	5	71%			1	20%	0	0%
<b>Average size</b>	2	29%	0	0%	3	60%	4	80%	4	100%
<b>Large size</b>	1	14%	2	29%	2	40%	0	0%	0	0%
<b>TOTAL</b>	<b>7</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>4</b>	<b>100%</b>
<b>Your school is located:</b>										
<b>In a fully urban context (large or medium size city)</b>	5	71%	2	29%	4	80%	5	100%	3	
<b>In a semi-urban context (town)</b>	1	14%	3	42%	1	20%	0	0%	0	
<b>In a rural or scarcely populated area</b>	1	14%	2	28%			0	0%	0	
<b>TOTAL</b>	<b>7</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>4</b>	<b>100%</b>



<i>School Characteristics</i>										
	GREECE		SPAIN		ITALY		ROMANIA		The NETHERLANDS	
<b>Your school is:</b>										
<b>Largely autonomous in its decisions</b>	4	57%	29	2%	3	60%	1	20%	1	25%
<b>Partially autonomous in its decisions</b>	2	29%	57	4%	2	40%	4	80%	3	75%
<b>Fully depending on decisions taken at a higher level</b>	1	14%	14	1%			0	0%		0%
<b>TOTAL</b>	<b>7</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>4</b>	<b>100%</b>
<b>Your school is:</b>										
<b>Public</b>	3	43%	4	57%	5	100%	4	80%	3	75%
<b>Private non-profit</b>	1	14%	3	43%			0	0%	1	25%
<b>Private</b>	3	43%	0	0%			1	20%	0	0%
<b>TOTAL</b>	<b>7</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>4</b>	<b>100%</b>





<i>School Characteristics</i>										
	GREECE		SPAIN		ITALY		ROMANIA		The NETHERLANDS	
<b>Your school is: (more than one reply possible)</b>										
<b>Frequently active in innovation initiatives taken at regional/national/European level</b>	5	71%	5	71%	4	80%	5	100%	4	100%
<b>Fully quality-certified according to a well-established system (please specify)</b>	2	29%	4	57%	1	20%	0	0%	0	0%
<b>Not involved in externally originated innovation or quality initiatives</b>	0	0%	0	0%			0	0%	0	0%
<b>TOTAL</b>	<b>7</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>4</b>	<b>100%</b>



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**Table 2.1**

<i>Strategy Plan of Schools</i>										
	GREECE		SPAIN		ITALY		ROMANIA		The NETHERLANDS	
<b>Your school has a strategy plan</b>										
<b>No</b>	0	0%	0	0%			0	0%		
<b>It has a few strategic development lines but not formalised</b>	5	71%	3	43%			0	0%	0	0%
<b>Yes, but it is not fully implemented</b>	2	29%	1	14%	5	100%	0	0%	4	100%
<b>Yes, and it is implemented to a large extent</b>	0	0%	3	43%			5	0%	0	0%
<b>TOTAL</b>	<b>7</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>4</b>	<b>100%</b>
<b>The objectives and expected results are clearly defined and measurable</b>										
<b>No</b>	0	0%	0	0%			0	0%	0	0%
<b>Partially</b>	5	71%	3	14%	1	20%	2	40%	4	100%
<b>Yes</b>	2	29%	4	43%	4	80%	3	60%	0	0%
<b>TOTAL</b>	<b>7</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>4</b>	<b>100%</b>



*Strategy Plan of Schools*

	GREECE		SPAIN		ITALY		ROMANIA		The NETHERLANDS	
The school has yearly activity plans in line with the strategy plan										
No	0	0%	0	0%			0	0%	0	0%
Partially	4	57%	4	57%			0	0%	4	100%
Yes	3	43%	3	43%	5	100%	5	100%	0	0%
<b>TOTAL</b>	<b>7</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>4</b>	<b>100%</b>
The school and its strategy plan is reviewed by peers								0%		
No	5	71%	7	100%			2	40%	3	75%
Yes	2	29%	0	0%	5	100%	3	60%	1	25%
<b>TOTAL</b>	<b>7</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>4</b>	<b>100%</b>
The school management is reviewed annually	0	0%								
No	0	0%	2	29%			0	0%	4	100%
Yes	7	100%	5	71%	5	100%	5	100%	0	0%
<b>TOTAL</b>	<b>7</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>4</b>	<b>100%</b>
The management plan yearly reviews discussion										
No	1	14%	1	14%			0	0%	2	50%
Yes	6	86%	6	86%			5	100%	1	25%
<b>TOTAL</b>	<b>7</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>4</b>	<b>100%</b>



**Table 2.2**

<i>Management Processes and School Strategy</i>										
	GREECE		SPAIN		ITALY		ROMANIA		The NETHERLANDS	
<b>Your school involves internal and external stakeholders in decision making concerning strategic objectives</b>										
<b>No</b>	0	0%	0	0%				0%	0	0%
<b>Only internal SH</b>	0	0%	4	57%			0	0%	1	25%
<b>Only at consultative level</b>	6	86%	1	14%	4	80%	3	60%	0	0%
<b>TOTAL</b>	<b>7</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>4</b>	<b>100%</b>
<b>Your school has a QA system in place</b>										
<b>No</b>	1	14%	1	14%	1	8%	0	0%	2	50%
<b>Only partially and based on external requirements</b>	3	43%	0	0%			3	60%	2	50%
<b>Yes, both internal and external QA procedures are in place</b>	2	29%	6	86%	4	80%	2	40%	0	0%
<b>TOTAL</b>	<b>7</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>4</b>	<b>100%</b>



***Management Processes and School Strategy***

	GREECE		SPAIN		ITALY		ROMANIA		The NETHERLANDS	
<b>All the school staff is aware of strategic objectives</b>										
<b>No</b>	0	0%	1	14%			0	0%	1	25%
<b>Yes, but staff participation and commitment is not satisfactory</b>	5	71%	3	43%			3	60%	3	75%
<b>Yes and there is a substantial participation and support</b>	2	29%	3	43%	5	100%	2	40%	1	25%
<b>TOTAL</b>										
<b>The school puts learners at the centre of its strategy and classroom activities</b>										
<b>No</b>	0	0%	0	0%			0	0%	0	0%
<b>Yes, on paper</b>	0	0%	0	0%			3	60%	3	75%
<b>Yes, on paper and, to a large extent, in practice</b>	7	100%	7	100%			2	40%	1	25%
<b>TOTAL</b>	7	100%	7	100%	5	100%	5	100%	4	100%



*Management Processes and School Strategy*

	GREECE		SPAIN		ITALY		ROMANIA		The NETHERLANDS	
The school recognises the importance of emotional well being of students										
No	1	14%	0	0%			0	0%	0	0%
Yes, on paper	1	14%	0	0%			3	60%	2	50%
Yes, on paper and, to a large extent, in practice	5	71%	7	100%	5	100%	2	40%	2	50%
<b>TOTAL</b>	<b>7</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>4</b>	<b>100%</b>
The school recognises the importance of emotional well being of teachers?										
No	1	14%	0	0%			0	0%	0	0%
Yes, on paper	1	14%	0	0%			5	100%	0	0%
Yes, on paper and, to a large extent, in practice	5	71%	7	100%	5	100%	0	0%	1	25%
<b>TOTAL</b>	<b>7</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>4</b>	<b>100%</b>
Teachers are rewarded for above average performance										
No	4	57%	1	14%			2	40%	3	75%
Sometimes	3	43%	6	86%			2	40%	1	25%
Yes, always	0	0%	0	0%	5	100%	1	20%	0	0%



*Management Processes and School Strategy*

	GREECE		SPAIN		ITALY		ROMANIA		The NETHERLANDS	
<b>TOTAL</b>	<b>7</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>4</b>	<b>100%</b>
Learners can influence the rating of teachers	0	0%								
No	5	71%	6	86%	5	100%	0	0%	3	75%
Yes	2	29%	1	14%			5	100%	1	25%
<b>TOTAL</b>	<b>7</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>4</b>	<b>100%</b>
All teachers have personal development plans										
No	1	14%	1	14%			0	0%	1	25%
Some have	6	86%	5	72%			4	80%	2	50%
All have	0	0%	1	14%	5	100%	1	20%	1	25%
<b>TOTAL</b>	<b>7</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>4</b>	<b>100%</b>





***Management Processes and School Strategy***

	GREECE		SPAIN		ITALY		ROMANIA		The NETHERLANDS	
<b>The school offers teachers training for professional and personal development</b>										
<b>No</b>	2	29%	1	14%			1	20%	0	0%
<b>Yes, but only for professional development</b>	0	0%	3	43%	5	100%	2	40%	3	75%
<b>Yes, for both professional and personal development</b>	5	71%	3	43%			2	40%	1	25%
<b>TOTAL</b>	<b>7</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>4</b>	<b>100%</b>
<b>The Management believes and practices participative leadership</b>										
<b>No</b>	2	29%	0	0%			0	0%	0	0%
<b>Partially</b>	4	57%	4	57%			3	60%	4	100%
<b>Yes</b>	1	14%	3	43%	5	100%	2	40%	0	0%
<b>TOTAL</b>	<b>7</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>4</b>	<b>100%</b>



**Table 3**

<i>Quality Assurance Practices in Educational Processes</i>										
	GREECE		SPAIN		ITALY		ROMANIA		The NETHERLANDS	
The school has a quality manager										
No	6	86%	1	14%	1	20%	0	0%	2	50%
Yes	1	14%	6	86%	4	80%	5	100%	2	50%
<b>TOTAL</b>	<b>7</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>4</b>	<b>100%</b>
Teachers normally use diagnostic evaluation testing for their students										
No	0	0%	0	0%			0	0%	0	0%
Partially	2	29%	2	29%			3	60%	3	75%
Yes	5	71%	5	71%	5	100%	2	40%	1	25%
<b>TOTAL</b>	<b>7</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>4</b>	<b>100%</b>
Teachers systematically plan their teaching by setting specific annual learning objectives for the students of their class										
No	0	0%	0	0%			0	0%	0	0%
Partially	1	14%	0	0%			0	0%	4	100%
Yes	6	86%	7	100%	5	100%	5	100%	0	0%



TOTAL	7	100%	7	100%	5	100%	5	100%	4	100%
<i>Quality Assurance Practices in Educational Processes</i>										
	GREECE		SPAIN		ITALY		ROMANIA		The NETHERLANDS	
Teachers often evaluate whether the teaching and learning objectives are met? In what ways										
Every 3-4 months	1	14%	1	14%	3	60%	2	40%	1	25%
Every month	4	57%	4	57%			2	40%		0%
More frequently	2	29%	2	29%	2	40%	1	20%		0%
<b>TOTAL</b>	<b>7</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>4</b>	<b>100%</b>
Teachers often urge their students to get involved with: a) the design and b) the evaluation of school activities that affect them										
Once a year	0	0%	5	71%			2	40%	2	50%
Every 3-4 months	5	71%	0	0%	5	100%	2	40%	0	0%
On a continuous basis	2	29%	1	14%			1	20%	2	50%
<b>TOTAL</b>	<b>7</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>5</b>	<b>100%</b>			<b>4</b>	<b>100%</b>



***Quality Assurance Practices in Educational Processes***

	GREECE		SPAIN		ITALY		ROMANIA		The NETHERLANDS	
<b>Teachers often adopt an interdisciplinary approach for the design of educational activities</b>										
<b>Never</b>	0	0%					0	0%	0	0%
<b>Rarely</b>	3	43%	4	57%	3	78%	3	60%	1	25%
<b>Frequently</b>	4	57%	3	43%	2	22%	2	40%	0	0%
<b>TOTAL</b>	<b>7</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>4</b>	<b>100%</b>
<b>Do teachers create and/or re-organise original education material?</b>										
<b>No</b>	0	0%	0	0%			0	0%	0	0%
<b>Yes, occasionally</b>	1	14%	2	29%			3	60%	4	100%
<b>Yes, frequently</b>	6	86%	5	71%	5	100%	2	40%	0	0%
<b>TOTAL</b>	<b>7</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>4</b>	<b>100%</b>
<b>They normally cooperate with other teachers</b>										
<b>No</b>	0	0%	0	0%			0	0%	0	0%
<b>Seldom</b>	0	0%	2	29%			0	0%	0	0%
<b>Frequently</b>	7	117%	5	71%	5	100%	5	100%	4	100%
<b>TOTAL</b>	<b>7</b>	<b>117%</b>	<b>7</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>4</b>	<b>100%</b>



***Quality Assurance Practices in Educational Processes***

	GREECE		SPAIN		ITALY		ROMANIA		The NETHERLANDS	
<b>Teachers propose a portfolio evaluation for their students</b>										
<b>No</b>	3	43%	5	71%	5	100%	0	0%	0	0%
<b>Sometimes</b>	3	43%	1	14%			3	60%	4	100%
<b>Always</b>	1	14%	1	14%			2	40%	0	0%
<b>TOTAL</b>	<b>7</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>4</b>	<b>100%</b>
<b>This is a personal choice or it is included in your school policy</b>										
<b>Personal choice</b>	3	43%	6	86%			0	0%	3	75%
<b>School policy</b>	4	57%	1	14%	5	100%	5	100%	1	25%
<b>TOTAL</b>	<b>7</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>4</b>	<b>100%</b>
<b>Teachers propose self-evaluation models to students</b>										
<b>No</b>	2	29%	0	0%			0	0%	0	0%
<b>Sometimes</b>	5	71%	7	100%	5	100%	3	60%	4	100%
<b>Always</b>	0	0%	0	0%			2	40%	0	0%
<b>TOTAL</b>	<b>7</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>4</b>	<b>100%</b>



*Quality Assurance Practices in Educational Processes*

	GREECE		SPAIN		ITALY		ROMANIA		The NETHERLANDS	
This is a personal choice or it is included in your school policy										
Personal choice	3	43%	6	86%	1	20%	0	0%	4	100%
School policy	4	57%	1	14%	4	80%	5	100%	1	25%
<b>TOTAL</b>	<b>7</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>4</b>	<b>100%</b>
Teachers use specific models for the evaluation of their educational work in order to measure the achievement of drawn objectives for each phase of educational activities and for each educational period										
No	1	14%	1	14%			0	0%	1	25%
Yes, but this is under the teachers' responsibility	4	57%	4	57%			3	60%	3	75%
Yes, and this is part of the school policy	2	29%	2	29%	5	100%	2	40%	0	0%
<b>TOTAL</b>	<b>7</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>4</b>	<b>100%</b>



*Quality Assurance Practices in Educational Processes*

	GREECE		SPAIN		ITALY		ROMANIA		The NETHERLANDS	
The school has an improvement plan in place							0	0%		
No	0	0%	0	0%	2	40%	0	0%	1	25%
Yes	7	100%	7	100%	3	60%	5	100%	3	75%
<b>TOTAL</b>	<b>7</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>4</b>	<b>100%</b>
All working processes are formally documented										
No	0	0%	0	0%			0	0%	0	0%
Partially	1	14%	1	14%	2	40%	3	60%	4	100%
Yes	6	86%	6	86%	3	60%	2	40%	0	0%
<b>TOTAL</b>	<b>7</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>4</b>	<b>100%</b>
Stakeholders' feedback is collected and used										
No	1	14%	1	14%			0	0%	0	0%
Collected, but seldom used	0	0%	0	0%			3	60%	1	25%
Yes, collected and used	6	86%	6	86%	5	100%	2	40%	3	75%
<b>TOTAL</b>	<b>7</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>4</b>	<b>100%</b>



**Table 4.1**

<i>Innovation Priorities and Processes</i>										
	GREECE		SPAIN		ITALY		ROMANIA		The NETHERLANDS	
Your school has defined clear innovation priorities for the next three to five years										
No	1	14%	3	43%	1	20%	0	0%	1	25%
Yes	6	86%	4	57%	4	80%	0	0%	3	75%
<b>TOTAL</b>	<b>7</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>4</b>	<b>100%</b>
If yes, what do they mainly concern (more than 1 answer possible)										
The contents of curricula	4	57%	0	0%	4	80%	4	80%	2	
The teaching methods	6	86%	3	43%	4	80%	1	20%	3	
The assessment and evaluation approaches	4	57%	1	14%	5	100%	4	80%	1	
The organisation of school/extra-school activities	6	86%	2	29%	3	60%	3	60%	0	
The use of ICT in teaching and learning	6	86%	3	43%	5	100%	3	60%	3	
The introduction of new/transversal key competences	0	0%	3	43%	2	40%	3	60%	0	





<b>The qualification of teachers</b>	3	43%	2	29%	4	80%	2	40%	1	
<b>The inter-cultural communication skills</b>	2	29%	2	29%	1	20%	2	40%	0	
<b>The entrepreneurial skills</b>	1	14%	1	14%	2	40%	3	60%	2	
<b>Other aspects (please specify)</b>	0	0%	1	14%			0	0%	1(sports classes)	
<b>TOTAL</b>										
<b>Teachers challenge students with open ended assignments</b>										
<b>No</b>	0	0%	0	0%			0	0%	1	25%
<b>Seldom</b>	1	14%	5	71%			4	80%	3	75%
<b>Yes, frequently</b>	6	86%	2	29%	5	100%	1	20%	0	0%
<b>TOTAL</b>	7	100%	7	100%	5	100%			4	100%



**Table 4.2**

<i>Competence Development and Recognition</i>										
	GREECE		SPAIN		ITALY		ROMANIA		The NETHERLANDS	
<b>Your school has implemented a strategy to develop</b>										
<b>No, Partially, Yes</b>										
<b>The competence to learn</b>	YES(4) , PRTIA LLY(3) , NO(0)	YES(5 7%), PARTI ALLY( 43%), NO(0 %)	YES(5) , PARTI ALLY( 0), NO(2)	YES(7 1%), PARTI ALLY( 0%), NO(2 9%)	YES PARTI	100%	YES(5) , PRTIA LLY(0) , NO(0)	YES(1 00%), PRTIA LLY(0 %), NO(0 %)	partia lly	
<b>Social competences</b>	YES(6) , PRTIA LLY(1) , NO(0)	YES(8 6%), PARTI ALLY( 14%), NO(0 %)	YES(4) , PARTI ALLY( 3), NO(0)	YES(5 7%), PARTI ALLY( 43%), NO(0 %)	YES PARTI	100%	Yes (1) Partia lly (1) No(3)	YES(2 0%), PRTIA LLY (20%), NO(6 0%)	no, partia lly	
<b>Problem solving competences</b>	YES(3) , PRTIA LLY(3) , NO(1)	YES(4 3%), PARTI ALLY( 43%), NO(1 4%)	YES(4) , PARTI ALLY( 1), NO(2)	YES(5 7%), PARTI ALLY( 14%), NO(2 9%)	YES PARTI	100%	Yes(2) Partia lly (3) No (0)	YES(4 0%), PRTIA LLY (60%), NO(0 %)	no, partia lly	



<b>Team work competences</b>	YES(3), PRTIA LLY(4), NO(0)	YES(43%), PARTI ALLY(57%), NO(0%)	YES(3), PARTI ALLY(2), NO(2)	YES(43%), PARTI ALLY(29%), NO(29%)	YES PARTI	100%	YES(5), PRTIA LLY(0), NO(0)	YES(100%), PRTIA LLY(0%), NO(0%)	partially	
<b>Active citizenship competences</b>	YES(4), PRTIA LLY(3), NO(0)	YES(57%), PARTI ALLY(43%), NO(0%)	YES(3), PARTI ALLY(4), NO(0)	YES(57%), PARTI ALLY(43%), NO(0%)	YES	100%	Yes(2) Partially (3) No (0)	YES(40%), PRTIA LLY(60%), NO(0%)	no, partially, yes	
<b>Competent Communication ADDED BY ARSAKEIO</b>	YES(1), PRTIA LLY(2), NO(0)	YES(14%), PARTI ALLY(29%), NO(0%)					????? ??			
<b>TOTAL</b>										
<b>Your school has implemented a strategy to recognise student's diversity and build on it to develop effective teaching and assessment approach</b>										
<b>No</b>	1	14%	0	0%			0	0%	1	25%
<b>Partially</b>	3	43%	3	43%			3	60%	3	75%
<b>Yes</b>	3	43%	4	57%	5	100%	2	40%	0	0%
<b>TOTAL</b>	7	100%	7	100%	5	100%			4	100%



**Competence Development and Recognition**

	GREECE		SPAIN		ITALY		ROMANIA		The NETHERLANDS	
<b>Your school has implemented a strategy to recognise learning outcomes achieved informally and out of the school environment</b>										
<b>No</b>	1	14%	4	57%	3	60%	0	0%	3	75%
<b>Partially</b>	3	43%	2	29%			3	60%	1	25%
<b>Yes</b>	3	43%	1	14%	2	40%	2	40%	0	0%
<b>TOTAL</b>	<b>7</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>4</b>	<b>100%</b>



**Table 4.3**

<i>ICT in Teaching and Learning</i>										
	GREECE		SPAIN		ITALY		ROMANIA		The NETHERLANDS	
The school offers internet access to students										
No	2	29%	0	0%			0	0%	1	25%
Partially	2	29%	2	29%			3	60%	0	0%
Yes	3	43%	5	71%	YES	100%	2	40%	3	75%
<b>TOTAL</b>	<b>7</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>4</b>	<b>100%</b>
The students are allowed to use the personally owned devices listed below at school for learning purposes (please tick one box in each row)										
No, Yes					YES	100%				
Laptops, tablets PCs or netbooks	YES(5) , NO(2)	YES(7 1%), NO(2 9%)	YES(5) , NO(2)	YES(7 1%), NO(2 9%)	YES 3	60%	yes (0) No(5)	Yes (0%) No(10 0%)	no, yes	
Digital readers (portable devices to read on screen)	YES(4) , NO(3)	YES(5 7%), NO(4 3%)	YES(5) , NO(2)	YES(7 1%), NO(2 9%)	NO	100%	Yes(2) No(3)	Yes (40%) No(60 %)	no, yes	
Smartphones	YES(3) , NO(4)	YES(4 3%), NO(5 7%)	YES(2) , NO(5)	YES(2 9%), NO(7 1%)	NO	100%	Yes(2) No(3)	Yes (40%) No(60 %)	no, yes	

<b>Digital cameras</b>	YES(2) , NO(5)	YES(2 9%), NO(7 1%)	YES(5) , NO(2)	YES(7 1%), NO(2 9%)	NO	100%	Yes(1) No(4)	Yes (20%) No(80 %)	no, yes	
<b>Digital audio players</b>	YES(3) , NO(4)	YES(4 3%), NO(5 7%)	YES(5) , NO(2)	YES(7 1%), NO(2 9%)			Yes(1) No(4)	Yes (20%) No(80 %)	no, yes	
<b>TOTAL</b>										



**ICT in Teaching and Learning**

	GREECE		SPAIN		ITALY		ROMANIA		The NETHERLANDS	
You use often ICT for the following activities in your work for/with the target class										
At least once a week, 2-4 times a month, Once a month, Once every few months, Never										
To access existing teaching materials (repository) for lessons	At least once a week(6), 2-4 times a month h(0), Once a month h(0), Once every few months(0), Never (0)	At least once a week(100%), 2-4 times a month h(0%), Once a month h(0%), Once every few months(0%), Never (0%)	At least once a week(6), 2-4 times a month h(1), Once a month h(0), Once every few months(0), Never (0)	At least once a week(86%), 2-4 times a month h(14%), Once a month h(0%), Once every few months(0%), Never (0%)	Once a month 3;2 once every few months	60%;40%	At least once a week(5) 2-4 times a month h(0), Once a month h(0), Once every few months(0), Never (0)	At least once a week(100%), 2-4 times a month h(0%), Once a month h(0%), Once every few months(0%), Never (0%)	at least once a week	



<b>To create your own new content/teaching material for lessons</b>	At least once a week(6), 2-4 times a month h(0),Once a month h(1),Once every few months(0), Never (0)	At least once a week(86%), 2-4 times a month h(0%), Once a month h(14%),Once every few months(0%), Never (0%)	At least once a week(4), 2-4 times a month h(2),Once a month h(0),Once every few months(1), Never (0)	At least once a week(57%), 2-4 times a month h(29%),Once a month h(0%), Once every few months(14%), Never (0%)			At least once a week(2) 4 times a month hs (3) Once a month h(0),Once every few months(0), Never (0)	At least once a week(40%), 2-4 times a month h(60%),Once a month h(0%), Once every few months(0%), Never (0%)	<i>at least once a week</i>	
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**ICT in Teaching and Learning**

	GREECE		SPAIN		ITALY		ROMANIA		The NETHERLANDS	
<b>To prepare exercises and tasks for students</b>	At least once a week(7), 2-4 times a month h(0),Once a month h(0),Once every few mont hs(0), Never (0)	At least once a week(100%), 2-4 times a month h(0%), Once a month h(0%), Once every few mont hs(0%), Never (0%)	At least once a week(5), 2-4 times a month h(0),Once a month h(2),Once every few mont hs(0), Never (0)	At least once a week(100%), 2-4 times a month h(0%), Once every few mont hs(0%), Never (0%)			At least once a week(2) 2-4 times a month hs (3) Once a month h(0),Once every few mont hs(0), Never (0)	At least once a week(40%), 2-4 times a month h(60%),Once a month h(0%), Once every few mont hs(0%), Never (0%)	<i>at least once a week</i>	



**ICT in Teaching and Learning**

	GREECE		SPAIN		ITALY		ROMANIA		The NETHERLANDS	
<b>To post homework that students will access out of school</b>	At least once a week(3), 2-4 times a month h(0),Once a month h(0),Once every few mont hs(2), Never (2)	At least once a week(43%), 2-4 times a month h(0%), Once a month h(0%), Once every few mont hs(29%), Never (29%)	At least once a week(3), 2-4 times a month h(0),Once a month h(0),Once every few mont hs(2), Never (2)	At least once a week(71%), 2-4 times a month h(0%), Once a month h(29%), Onc e every few mont hs(29%), Never (29%)			At least once a week (1) 2-4 times a month h(0),Once a month h(4),Once every few mont hs(0), Never (0)	At least once a week(20%), 2-4 times a month h(60%),Onc e a mont h(80%),Onc e every few mont hs(0%), Never (0%)	<i>at least once a week</i>	



**ICT in Teaching and Learning**

	GREECE		SPAIN		ITALY		ROMANIA		The NETHERLANDS	
<b>To conduct online assessment</b>	At least once a week(3), 2-4 times a month h(0),Once a month h(0),Once every few months(1), Never (3)	At least once a week(50%), 2-4 times a month h(0%), Once a month h(0%), Once every few months(29%), Never (29%)	At least once a week(2), 2-4 times a month h(1),Once a month h(0),Once every few months(1), Never (3)	At least once a week(29%), 2-4 times a month h(14%),Once a month h(0%), Once every few months(14%), Never (43%)			At least once a week(0), 2-4 times a month h(0),Once a month h(1),Once every few months(1), Never (3)	At least once a week(0%), 2-4 times a month h(0%), Once a month h(20%),Once every few months(20%), Never (60%)	<i>at least once a week</i>	



**ICT in Teaching and Learning**

	GREECE		SPAIN		ITALY		ROMANIA		The NETHERLANDS	
<b>For pupils to store/share their work</b>	At least once a week(5), 2-4 times a month h(1),Once a month h(1),Once every few mont hs(0), Never (0)	At least once a week(71%), 2-4 times a month h(14%),Once a month h(17%),Once every few mont hs(0%), Never (0%)	At least once a week(3), 2-4 times a month h(0),Once a month h(1),Once every few mont hs(2), Never (1)	At least once a week(43%), 2-4 times a month h(0%), Once a month h(14%),Once every few mont hs(29%), Never (14%)			At least once a week(0), 2-4 times a month h(0),Once a month h(1),Once every few mont hs(1), Never (3)	At least once a week(0%), 2-4 times a month h(0%), Once a month h(20%),Once every few mont hs(20%), Never (60%)	<i>oncee very few mont hs, never</i>	



**ICT in Teaching and Learning**

	GREECE		SPAIN		ITALY		ROMANIA		The NETHERLANDS	
<b>To provide feedback to pupils about their work</b>	At least once a week(3), 2-4 times a month h(0),Once a month h(1),Once every few months(0), Never (3)	At least once a week(43%), 2-4 times a month h(0%), Once a month h(17%),Once every few months(0%), Never (43%)	At least once a week(1), 2-4 times a month h(2),Once a month h(1),Once every few months(0), Never (3)	At least once a week(14%), 2-4 times a month h(29%),Once a month h(14%),Once every few months(0%), Never (43%)			At least once a week(0), 2-4 times a month h(1),Once a month h(0),Once every few months(4), Never (0)	At least once a week(0%), 2-4 times a month h(20%),Once a month h(0%), Once every few months(80%), Never (0%)	<i>once a month, never</i>	



**ICT in Teaching and Learning**

	GREECE		SPAIN		ITALY		ROMANIA		The NETHERLANDS	
<b>To communicate with parents</b>	At least once a week(7), 2-4 times a month h(0),Once a month h(0),Once every few months(0), Never (0)	At least once a week(100%), 2-4 times a month h(0%), Once a month h(0%), Once every few months(0%), Never (0%)	At least once a week(2), 2-4 times a month h(1),Once a month h(1),Once every few months(1), Never (2)	At least once a week(29%), 2-4 times a month h(14%),Once a month h(14%),Once every few months(14%), Never (29%)			At least once a week(0), 2-4 times a month h(1),Once a month h(0),Once every few months(1), Never (3)	At least once a week(0%), 2-4 times a month h(20%),Once a month h(0%), Once every few months(20%), Never (60%)		



**ICT in Teaching and Learning**

	GREECE		SPAIN		ITALY		ROMANIA		The NETHERLANDS	
<b>Wikis, blogs, podcasting, social networking</b>	At least once a week(6), 2-4 times a month h(0),Once a month h(0),Once every few months(0), Never (1)	At least once a week(86%), 2-4 times a month h(0%), Once a month h(0%), Once every few months(0%), Never (14%)	At least once a week(1), 2-4 times a month h(1),Once a month h(1),Once every few months(1), Never (3)	At least once a week(14%), 2-4 times a month h(14%),Once a month h(14%),Once every few months(14%), Never (43%)			At least once a week(1), 2-4 times a month h(1),Once a month h(0),Once every few months(3), Never (0)	At least once a week(20%), 2-4 times a month h(20%),Once a month h(0%), Once every few months(60%), Never (0%)	<i>never</i>	



**ICT in Teaching and Learning**

	GREECE		SPAIN		ITALY		ROMANIA		The NETHERLANDS	
<b>Other use</b>	At least once a week( 0), 2- 4 times a mont h(1),O nce a mont h(0),O nce every few mont hs(0), Never (1)	At least once a week( 0%), 2-4 times a mont h(14% ,),Onc e a mont h(0%), Once every few mont hs(0%), Never (14%)	At least once a week( 4), 2- 4 times a mont h(0),O nce a mont h(1),O nce every few mont hs(1), Never (1)	At least once a week( 57%), 2-4 times a mont h(0%), Once a mont h(14% ,),Onc e every few mont hs(14% ,), Never (14%)			At least once a week( 4), 2- 4 times a mont h(0),O nce a mont h(0),O nce every few mont hs(0), Never (1)	At least once a week( 80%), 2-4 times a mont h(0%), Once a mont h(0%), Once every few mont hs(0% ,), Never (20%)		
<b>TOTAL</b>										





**Table 4.4**

<i>Inter-culturality</i>										
	GREECE		SPAIN		ITALY		ROMANIA		The NETHERLANDS	
The school applies a strategy to cope with cultural diversity of its learners (e.g. extra lessons on values and citizenship, language courses, etc.)										
NO	0	0%	2	29%					3	75%
PARTIALLY	1	14%	1	14%			3		0	0%
YES	6	86%	4	57%			2		1	25%
<b>TOTAL</b>	<b>7</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>4</b>	<b>100%</b>
The school includes foreign inputs/stakeholders in the educational activities										
NO	0	0%	2	29%			0	0%	1	25%
PARTIALLY	2	29%	2	29%	1	20%	3	60%	2	50%
YES	5	71%	3	43%	4	80%	2	40%	1	25%
<b>TOTAL</b>	<b>7</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>4</b>	<b>100%</b>



***Inter-culturality***

	GREECE		SPAIN		ITALY		ROMANIA		The NETHERLANDS	
The school actively promotes the development of inter-cultural communications skills among teachers and learners										
<b>NO</b>	0	0%	4	57%			0	0%	3	75%
<b>PARTIALLY</b>	1	14%	0	0%	1	20%	3	60%	0	0%
<b>YES</b>	6	86%	3	43%	4	80%	2	40%	1	25%
<b>TOTAL</b>	<b>7</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>4</b>	<b>100%</b>
The school promotes international mobility of students and teachers										
<b>NO</b>	1	14%	1	14%			0	0%	1	25%
<b>PARTIALLY</b>	0	0%	1	14%			0	0%	3	75%
<b>YES</b>	6	86%	5	71%	5	100%	5	100%	0	0%
<b>TOTAL</b>	<b>7</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>4</b>	<b>100%</b>



**Table 4.5**

<i>Creativity and Innovation</i>										
	GREECE		SPAIN		ITALY		ROMANIA		The NETHERLANDS	
The school fosters a culture within which people are encouraged to try new ideas, feel motivated to make suggestions, have their successful innovations recognised and believe there will be a positive response to their good ideas										
NO	0	0%	0	0%			0	0%	0	0%
PARTIALLY	1	14%	2	29%	1	20%	3	60%	3	75%
YES	6	86%	5	71%	4	80%	2	40%	1	25%
<b>TOTAL</b>	<b>7</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>4</b>	<b>100%</b>
The school concretely encourages and rewards creativity and innovation of teachers										
NO	1	14%	0	0%			0	0%	0	0%
PARTIALLY	3	43%	4	57%			2	40%	4	100%
YES	3	43%	3	43%			3	60%	0	0%
<b>TOTAL</b>	<b>7</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>4</b>	<b>100%</b>



***Creativity and Innovation***

	GREECE		SPAIN		ITALY		ROMANIA		The NETHERLANDS	
The school concretely encourages and rewards creativity and entrepreneurial behaviour by student										
NO	0	0%	0	0%			0	0%	0	0%
PARTIALLY	1	14%	5	71%	1	20%	2	40%	3	75%
YES	6	86%	2	29%	4	80%	3	60%	1	25%
<b>TOTAL</b>	<b>7</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>4</b>	<b>100%</b>
The school allows a high degree of personalisation of learning paths to support individual interests and talents										
NO	1	14%	3	43%			0	0%	1	25%
PARTIALLY	6	86%	2	29%	1	20%	1	20%	3	75%
YES	0	0%	2	29%	4	80%	4	80%	0	0%
<b>TOTAL</b>	<b>7</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>4</b>	<b>100%</b>



**Table 5**

<i>Assessment, Monitoring and Improvement</i>										
	GREECE		SPAIN		ITALY		ROMANIA		The NETHERLANDS	
<b>Your school has defined a set of key performance indicators</b>										
<b>NO</b>	2	29%	0	0%			0	0%	0	0%
<b>PARTIALLY</b>	3	43%	2	29%	3	60%	0	0%	2	50%
<b>YES</b>	2	29%	5	71%	2	40%	5	100%	2	50%
<b>TOTAL</b>	<b>7</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>4</b>	<b>100%</b>
<b>The indicators are regularly monitored</b>										
<b>NO</b>	2	29%	0	0%			0	0%	0	0%
<b>PARTIALLY</b>	4	57%	0	0%	3	60%	0	0%	3	75%
<b>YES</b>	1	14%	7	100%	2	40%	5	100%	1	25%
<b>TOTAL</b>	<b>7</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>4</b>	<b>100%</b>



**Assessment, Monitoring and Improvement**

	GREECE		SPAIN		ITALY		ROMANIA		The NETHERLANDS	
<b>The monitoring activity is collecting input from...</b>										
<b>No, Partially, Yes</b>										
<b>Students and families</b>	YES(2), PARTIALLY(4), NO(1)	YES(29%), PARTIALLY(57%), NO(14%)	YES(6), PARTIALLY(1), NO(0)	YES(86%), PARTIALLY(14%), NO(0%)	5 yes	100%	YES(5), PARTIALLY(0), NO(0)	YES(100%), PARTIALLY(0%), NO(0%)	partially, yes	
<b>Teachers</b>	YES(1), PARTIALLY(5), NO(1)	YES(14%), PARTIALLY(71%), NO(14%)	YES(7), PARTIALLY(0), NO(0)	YES(100%), PARTIALLY(0%), NO(0%)	5	100%	YES(5), PARTIALLY(0), NO(0)	YES(100%), PARTIALLY(0%), NO(0%)	yes	
<b>Employers</b>	YES(2), PARTIALLY(3), NO(2)	YES(29%), PARTIALLY(43%), NO(14%)	YES(4), PARTIALLY(1), NO(2)	YES(57%), PARTIALLY(14%), NO(29%)			YES(1), PARTIALLY(2), NO(2)	YES(20%), PARTIALLY(40%), NO(40%)	yes	



<b>Benchmarking school partners</b>	YES(1), PARTIALLY(1), NO(5)	YES(14%), PARTIALLY(14%), NO(71%)	YES(1), PARTIALLY(4), NO(2)	YES(14%), PARTIALLY(57%), NO(29%)			YES(1), PARTIALLY(2), NO(2)	YES(20%), PARTIALLY(40%), NO(40%)	yes	
<b>Governing bodies</b>	YES(3), PARTIALLY(0), NO(4)	YES(43%), PARTIALLY(0%), NO(57%)	YES(4), PARTIALLY(2), NO(1)	YES(57%), PARTIALLY(29%), NO(14%)			YES(2), PARTIALLY(2), NO(1)	YES(40%), PARTIALLY(40%), NO(20%)	yes	
<b>TOTAL</b>										
<b>The results of monitoring and assessment are used for decision making</b>										
<b>NO</b>	1	14%	0	0%			0	0%	0	0%
<b>PARTIALLY</b>	2	29%	1	14%			0	0%	2	50%
<b>YES</b>	4	57%	6	86%	5	100%	5	100%	2	50%
<b>TOTAL</b>	<b>7</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>4</b>	<b>100%</b>



**Table 6**

<i>Role of external Stakeholders/Peers (incl. international) in Quality Assurance and Innovation Processes</i>										
	GREECE		SPAIN		ITALY		ROMANIA		The NETHERLANDS	
The school implements an overall strategy or collaborates with the local community								0%		
NO	1	14%	0	0%			0	0%	0	0%
PARTIALLY	2	29%	1	14%	1	20%	0	0%	4	100%
YES	4	57%	6	86%	4	80%	5	100%	0	0%
<b>TOTAL</b>	<b>7</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>4</b>	<b>100%</b>
The school involves parents and representatives of the local society in the school activities										
NO	0	0%	0	0%			0	0%	0	0%
PARTIALLY	3	43%	2	29%			3	60%	3	75%
YES	4	57%	5	71%	5	100%	2	40%	1	25%





**Role of external Stakeholders/Peers (incl. international) in Quality Assurance and Innovation Processes**

	GREECE		SPAIN		ITALY		ROMANIA		The NETHERLANDS	
<b>TOTAL</b>	<b>7</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>4</b>	<b>100%</b>
The school co-operates with enterprises and other educational institutions (universities, museums, libraries, etc.)										
<b>NO</b>	0	0%	0	0%			0	0%	0	0%
<b>PARTIALLY</b>	0	0%	0	0%			3	60%	3	75%
<b>YES</b>	7	100%	7	100%	5	100%	2	40%	1	25%
<b>TOTAL</b>	<b>7</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>4</b>	<b>100%</b>
The school encourages students to take part in volunteering activities where they learn to help other people and are encouraged to build up knowledge in a practical field										
<b>NO</b>	0	0%	2	29%			0	0%	0	0%
<b>PARTIALLY</b>	0	0%	1	14%			0	0%	3	75%
<b>YES</b>	7	100%	4	57%	5	100%	5	100%	1	25%
<b>TOTAL</b>	<b>7</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>4</b>	<b>100%</b>